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ABSTRACT

This curriculum guide permits the use of a great variety of materials and encourages creativity on the part of teachers and children. Listed are suggested activities to be considered as minimum learning experiences, leaving each teacher with the freedom and responsibility to provide variety and achieve individualized educational experiences for children. The guide enumerates objectives and suggests activities for mathematics, language arts, fine arts and physical development, science observation, and social science. Also provided is a list of new materials and programs tested during the 1970-71 school year that proved useful enough to warrant purchase recommendation. Two flexible classroom arrangements, resembling workshop layouts, show furniture organization and the location of various activities. (Author/AJ)

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EXPERIENCE GUIDE FOR THE KINDERGARTEN CHILD

"We get interested in what we get good at."

- Jerome Bruner

PS 005081

School District of Cheltenham Township
Elkins Park, Pennsylvania 19117

July 1971

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INTRODUCTION

This guide of learning experiences was designed for the kindergarten teacher in the School District of Cheltenham Township.

This is a curriculum guide that permits the use of a great variety of materials and one that encourages creativity on the part of the teacher and children. While suggested activities are listed, these are merely "suggested." Each teacher has the freedom and responsibility to provide a great variety of learning experiences to achieve the objectives of this program. This guide may be considered as a minimum learning experience that should be provided for children.

The design of this curriculum makes it possible for the teacher to individualize educational experiences for children. There is little justification in the 1970's for all children to be taught the same thing at the same time throughout the school day. There are many alternatives that can be offered to children to meet the stated objectives in this program. Children should be offered choices which will lead to the development of attitudes relating to self-discipline and responsibility. We cannot expect children to develop these attitudes when they are constantly being told what to do and how to do it. This does not mean that children do not need support and guidance. The extent of such support and guidance will vary a great deal from one individual to another.

When commercial programs and materials are used, it is very important that the teacher examines these materials for sequence and difficulty. The routine "page by page" method of teaching has no place in this curriculum. The objectives listed in this guide must apply to the individual child. Many children will successfully achieve all the objectives in this curriculum and others will not. Each child develops at his own rate and his environment is very much related to his development.

The experiences selected for this guide grew out of the two model kindergartens which were established this year. In addition, all kindergarten teachers in the district had opportunities to provide input for the content of this curriculum. Much research relating to early childhood learning theories contributed to the selection of these experiences. The results of this research are evident throughout the guide. It is very essential that this guide be reviewed each year for possible revision. Change in our society is so rapid that no curriculum guide can remain relevant for a long period of time.

The teacher should not feel compelled to rush into the process of teaching when a new school year begins. It is crucial that each teacher becomes knowledgeable about the children assigned to her. This includes diagnostic information on each child. If we really believe in the philosophy of the individual child, it seems only logical that we should know as much

as possible about each child during the first few weeks of school. The purpose for this should be very evident. How can we determine where a child should begin in the program if we do not know where he is when school begins? Each child comes to us as an individual. He brings with him many experiences which he has had during his preschool years. It is important that the learning experiences in this program be attached in some way to what each child brings with him. There must be a program for the child rather than a child for the program. This is why it is imperative that a diagnostic assessment be made of each child at the beginning of the school year.

Teachers are encouraged to integrate curriculum content whenever possible. Even though the guide is designed around five areas, children do not learn in a piecemeal curriculum. The teacher is encouraged to become acquainted with the "integrated day" concept of teaching.

Montessori maintained that learning for one's own sake, to meet one's own criterion of success, was what made learning satisfying to the young child. "Help me to do it myself" was the message she had received from the countless, wordless children whom she had seen in the Roman slums.

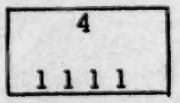
All kindergarten teachers participated in the development of this Experience Guide.

MATHEMATICS

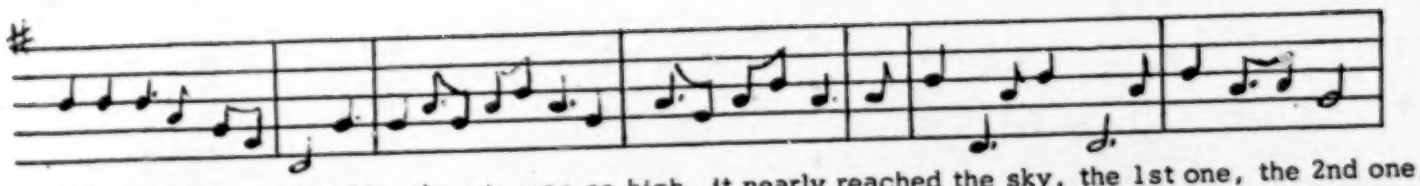
". . . They (teachers) must be warm and strong in their relations with children. One of these qualities alone will not help children to learn. To be loving and kind is not enough for a child to grow on. Children can only grow on the love of someone they can look up to, and they cannot look up to someone they can walk over. The young child needs a teacher who is caring, warm, and sensitive, but who can as well make demands upon him. Do not make demands upon children you do not care for, because that is tyranny, and tyranny is not good for children."

- Dr. Lillian G. Katz
"Four Questions on Early Childhood Education" (Speech)

MATHEMATICS

Objectives	Suggested Activities
1. Counting and Number Symbols	
Can count by 1's to 20	- Group counts number of children in circle. - Count days on calendar, i.e., number of days to a holiday. - Count number of links on paper chain.
Recites sequence of numbers	- Telephone number, address, birthdate.
Recognizes numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	- Matching like numerals: leader holds up numeral card, child with same numeral on his card holds up his: bingo. - Stepping stones games. - Identify given page number in books, Weekly Reader. - Observations: numerals on street signs, license plates, - TV channels, Sesame Street. - Fishing for numerals: paper clip on numbers, fish with magnet. - Bounce ball, clap or jump to specified numeral.
Puts numerals in proper sequence (1-10 or more)	- Putting numerals cards in order. - Ten Little Indians: child holds numeral card. - Timmy Time Puzzle (use clock face to check sequence). - Ordering by completing grid: 1 2 5 6 9
Can state the number name that follows a given number (1-10 or more)	- Children "counting off." - Flannel board: have child choose numeral, call off next numeral.
Can state the number name that precedes a given number (1-10 or more)	- Absentees - Flannel board, as above.
Counts objects in one to one relationships.	- Find one to one correspondence in classroom: child/coat, child/chair, child/locker, child/milk.
Matches numerals to equal quantity of objects	- Number book:  - Pictures of objects matched with numeral. - Pegboard: put in number of pegs to correspond with numeral: 9 . . . . . . 4 . . . . 2 . . etc.
Identifies and names the ordinal position and relationship of an object in a collection of five (or more) objects or events	- Line up five children. Ask: who is third, etc. - Rows at movies: will those in the second row go to the door. - Game: circle, king on outside. (next page)

Objectives	Suggested Activities



Old king glory of the Mt. the mt. was so high, it nearly reached the sky, the 1st one, the 2nd one, the 3rd one follows me. (king taps child on shoulder)

Solves a simple number story	- Finger plays - Flannel board cut-outs - Pencils, blocks, straws, beads, etc.
Writes numerals 1-10	- Tracing - Copying - From memory

2. Forms and Shapes

Identifies and names: square, circle, rectangle, triangle, ellipse (SAPA)	- Find shapes in room - Bingo: match shapes - Kinesthetic: pipe cleaners on oak tag - Tape shapes on floor. Children sit, for example, on corners of triangle, etc.
Names five basic two-dimensional shapes and locates them in environment (SAPA)	- Toys, furniture, parts of building.
Identifies and names cube, sphere, cylinder, cone, pyramid	- Ice cubes, globe, blocks.
Copies simple designs	- Make shapes with straws, rubber bands - Trace, copy, reproduce designs
Can extend simple sequence patterns	- OXOX. . . . . - OOXXOOXX. . . .

3. Space

Demonstrates meaning of spatial vocabulary: inside - outside on - in over - under middle - first - last above - below near - far next to - between top - bottom beside - aside of next to last within	- Start from children, move to objects, pictures, discussion. - Dramatic play: boats, cars, seesaws, airplanes - Feeling of space through: twisting, twirling, jumping, running, skipping, dancing, swinging, climbing - Simon says: hands over head, on floor, etc. - Blocks: put red block beside blue block, etc. - Flannel board cutouts: opposites (Instructo kit)

Objectives	Suggested Activities
4. Grouping and Sets	
Identifies sets and their members	- Different: dog, child, wagon. - Similar: group of boys, herd of sheep - Use flannel board cut outs, boxes of buttons, etc. - Picture or dot dominoes.
Compares two sets by pairing to determine if they are equivalent or have greater or fewer number of members	- Teacher makes set; children make set that has greater (or fewer) members. - Equivalent sets: match boys to girls with jump ropes.
Recognizes sets of 0 to 10 members	- Pairs, twins, parts of body, shoes, gloves, socks - Sets of wheels on toys - Sets in stories: The Three Bears, The Five Chinese Brothers, The Seven Dwarfs
5. Time	
Recognizes hour and half hour on clock	- Functional Experiences: Time to start school — Bed time Time to go home — Meal time Time for special activity
Identifies calendar concepts	- Days of week, date, year, month - Today, yesterday, tomorrow - Morning, afternoon
6. Measurement	
Is able to apply the following concepts when using measurement:	- Compare lengths of objects (superposition, SAPA) - Ordering five or more objects according to length - Comparing sizes of objects - Measuring with rulers, lengths of string, blocks, etc.
a. Linear big, little far, near more, many line, height wide, narrow large, larger high, higher, highest short, shorter, shortest big, bigger, biggest small, smaller, smallest farther, farthest tall, taller, tallest long, longer, longest as long as, as wide as, as many as, as short as	
b. Liquid more - less - enough - as much as - the most - the least	- Water play - Cooking
c. Weight lighter - heavier	- Observation - Scales

Objectives	Suggested Activities
d. Temperature	
hot - cold higher - lower	- Note differences: indoors and out; refrigeration - Thermometer as means of measuring temperature
Begins to demonstrate knowledge of whole, 1/2, 1/4 through functional use.	- Folding papers - Dividing children into groups, teams - Cutting foods in parts - Parts of shapes making whole: each child cuts his own - Flannel board materials
7. Money	
Can identify penny, nickel, dime, quarter	- Handling real coins - Charts of coins
Begins to demonstrate a relative sense of cost	- Playing store - Paying for milk - Allowances - Children bringing money to school for a specific purpose, i.e., pumpkin

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LANGUAGE ARTS

". . . Whatever their background, children come to school highly receptive to learning. If they then fail to continue to learn at their preschool rate, we may, if we wish, blame it on their families, their environment, or their poverty, but we would be much wiser to blame it on their experience in school."

- William Glasser, M.D.
Schools Without Failure

LANGUAGE ARTS

Objectives	Suggested Activities
1. Listening and Speaking	
A. Listening Demonstrates ability to listen for specific sounds.	- Instruments - Records: Muffin in City, Country Poems, songs, stories - Identify repetition and contrast - Games: "Who Am I?" - Listening for sounds in classroom, on nature walk, etc.
B. Language Development	
1. Can use adequate speaking vocabulary to express himself clearly. 2. Enunciates clearly and accurately most words in his speaking vocabulary. 3. Can express ideas in complete sentences.	- Experience story and letter dictation. - Discussion, conversations. - Explain activities completed during work period: tell about block building, picture, etc. - Show and Tell - Dramatization of familiar stories.
C. Interpretation	
1. Interprets and draws inferences. 2. Demonstrates ability to predict.	- From: pictures, spoken word, stories, kindergarten newspaper. - Outcome of story. - Complete an unfinished story.
D. Following Directions	
1. Demonstrates comprehension of spoken language by ability to follow directions.	- Directed art projects. - Games - Classroom routines: snack time, fire drills.
E. Recall, Sequence	
1. Demonstrates ability to recall, in sequence, a series of ideas.	- Recall a story, retell in sequence. - Relate events from personal experience. - Order series of pictures. - Recall main ideas in stories, movies, TV. . .
2. Reading	
A. Auditory	
1. Child demonstrates auditory memory.	- Recites songs, poems, finger plays. - Recites alphabet - Follows series of directions.
2. Is able to hear and say rhyming words.	- Poetry: supply ending word. - Flannel board kits - Identify non-rhyming word in series of words. - Books written in rhyme: Dr. Seuss - Name object in picture that rhymes with a suggested word.
3. Is able to hear and say beginning sounds.	- Riddles - Name object in picture that begins with same sound. - Find pictures in magazine that begin as given word. - Flannel board kits - Little objects for phoneme boxes. - Use sample word for sounds rather than sounds in isolation.

Objectives	Suggested Activities
4. Is able to recognize word families.	- Sesame Street song (you take a D, that's a "duh," add an i g, ig, put them both together and they spell dig. That's dig, d i g dig, that's dig, d i g dig. Repeat first sentence. - Word family wheels - Dictating simple sentences using word families.
B. Visual	
1. Demonstrates ability to discriminate visually likenesses and differences in symbols and pictures.	- Lotto - Matching of colors, pictures, letters, words. - Notes differences in detail in similar objects. - Sesame Street song: "Which doesn't belong?" - Puzzles - Opposite concepts
2. Is able to note differences in spatial relationships. (see math and science sections)	- Pictures facing different directions. - Left and right progression--example: calendar work - Above/below: flannel board. - Sequence of pictures: which comes first, etc.
3. Demonstrates ability to remember visually, by recognizing: a. His name b. The letters in his name c. Alphabet: upper and lower case out of sequence. d. And matching upper and lower case letters. e. Sight words	- Helpers charts: learning others names, too. - Names on lockers. - Hold up card with child's name for his turn in various activities. - Game: Is this letter in your name? - Signs, advertisements. - Valentine distribution: each child has box with own name. - Reproduce a simple geometric figure (triangle, letter) from memory of a flashed card. - Concentration game: pictures, colors, cards. - Matching color words to colors. - Recognizing words that look the same in experience charts. - Action words: Child runs if his name is under picture or word specifying "run."
4. Begins to demonstrate ability to read.	- Individualized activities: beginning reading books, sounding out words in context.
3. Writing	
A. Recognizes that symbols as well as pictures have meaning.	- Names - Experience Stories - Observing writing process: writing is talking written down. - Safety signs, advertisements, labels. - Writing captions for child's pictures.
B. Demonstrates ability to trace on line.	- Kinesthetic materials: finger tracing on felt letters. - Art projects. - Tracing letters, symbols.
C. Can copy own name.	- Copying from name card, name on crayon box. - Copying greeting for cards: Valentine's, Mother's Day, etc.
D. Can write own first name in manuscript.	- Writing with water on a slate board. - Practicing with a stick in sand. - Writing in air.
E. Begins to demonstrate accurate reproduction of upper and lower case letters.	- On blackboard, large paper, then lined paper. - Making letters with scribble stix.

FINE ARTS AND PHYSICAL DEVELOPMENT

"The chief goal of education is the development of adults who are capable of doing new things, not simply repeating what other generations have done - people who are creative, inventive, and discoverers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered."

- Jean Piaget

FINE ARTS AND PHYSICAL DEVELOPMENT

Objectives	Suggested Activities
Learns to channel tension and aggression into artistic forms	- Art - Music - Physical Activities
A. Music	
1. Listening	
Develops a music consciousness by listening for tempo, pitch, and mood in a variety of mediums.	- Listening center: activity records - Experiments with musical instruments: rhythm band, xylophone, piano. - Hears instruments played by visitors from school orchestra, parents. - Tom-Tom - Listens for tempo. - Provide a varied background of music for listening to help develop discriminating taste.
2. Participation and Creativity	
a. Demonstrates musical reactions in self-chosen ways.	- Finger plays - Dramatization, interpretation - Dancing, singing - Rhythms, rhythm band
b. Shows ability to learn music skills.	- Learns to sing songs - Play instrument in time - Rhythmic interpretation through: marching, skipping, galloping, clapping, animal walking.
B. Art	
1. Develops experience in use of a large variety of art media.	- Clay, chalk, paper, crayons, finger paint, tempera, collage (see art activity supplement) - Art appreciation: nature, masterpieces, picture observation in children's literature.
2. Chooses materials purposefully for desired creative activity.	- Paint, scissors, paper, collage materials, etc.
3. Demonstrates responsible work habits.	- Care of materials, equipment - Makes good use of time - Finishes project - Puts materials away - Pride in accomplishment
4. Cooperates with other children in group activities, concurrently developing ability to work independently within the group.	- Murals - Large construction (blocks)
C. Physical Development	
1. Demonstrates growth in motor coordination.	- Calisthenics - Rhythmic activities - Imitative or mimetic games - Running, jumping, hopping, skipping, climbing - Singing games - Circle games - Folk dancing - Marching - Isometric exercises - Throwing, bouncing, lifting, carrying - Using large muscle equipment
2. Demonstrates attitude of: a. Fair play and sportsmanship b. Self-confidence c. Self-control	

SCIENCE OBSERVATION

"There is an ideal time for a human to acquire any new skill, be it learning to read or rumba, and that if we do not find this ideal time, a child will not only never learn the skill as readily at a later age, but may never learn it as well."

- Dr. J. McVicker Hunt
Intelligence and Experience

SCIENCE OBSERVATION

Objectives	Suggested Activities
A. Observing	
1. Can identify and name characteristics through observation.	- Identifies and names primary and secondary colors. (AAAS: A/a, A/j) - Describes two or more characteristics of an object, such as color, size, shape, texture. (A/c)
2. Can describe and distinguish characteristics through observation.	- Distinguishes between temperatures in two places or at two times. (A/e) - Distinguishes between sounds (A/i), odors (A/q), tastes (A/r); also uses his sense of sight, touch. - Observes and distinguishes between solid-liquid changes (A/n).
B. Space-Time Relationships	
1. Can identify and name two dimensional shapes.	- Triangle, circle, square, ellipse, rectangle. (A/b)
2. Can identify and name three dimensional shapes.	- Cone, cylinder, sphere, cube, pyramid. (A/o).
3. Recognizes time intervals. (See Math section.)	- Clock, days of week. Time to perform familiar activities (A/u)
4. Can identify and distinguish between the following directions: up, down, forward, back, left, right.	- A/g, A/h
5. Begins to understand concepts of distance.	- Diagnostic test: Boehm Test of Basic Concepts. - Observing moving objects.
C. Measuring and using numbers: See Math section. Use AAAS as supplemental activities.	
D. Classifying	
1. Can construct and demonstrate the use of a single stage system for classifying (eg., round/not round, red/not red, smooth/not smooth.)	- A/s, A/d, A/v - Classify leaves, nuts, shells. - Classify animals.
E. Predicting	
1. Is able to make predictions relating to experiments.	- What do you think will happen. . .? - If seeds have no water? light? - Where will a balloon go if you let the air out? - Does air take up space? - Water and sand play: conservation experiments (tall skinny container vs. short fat one) - What happens to water in an aquarium? Where does it go?
F. Health	
1. Applies knowledge of good health habits to everyday living.	- Discuss: cleanliness, using Kleenex, drinking from fountain, etc.
2. Demonstrates appropriate attitudes toward doctors, dentists, nurses, and others who help people stay healthy.	- Classroom visits from: nurse, doctor, dental hygienist. - Visits to nurse's office.
3. Demonstrates knowledge of proper use of medicines and drugs.	- Discussion: medicine should be adult administered. - Doctor visit. - Movies, TV commercials.
4. Does not put harmful objects in mouth (eg., berries, cleansers, paint).	- Teacher observation - Classify edible and non-edible foods and liquids.
5. Shows emotional growth and security.	- For example: self-concept, belonging, acceptance as person, accepts guidance, enjoys approval, fairness, accepts criticism, self-control.

SOCIAL SCIENCE

". . . It is no longer sufficient for Johnny to understand the past. It is not even enough for him to understand the present, for the here-and-now environment will soon vanish. Johnny must learn to anticipate the directions and rate of change. He must, to put it technically, learn to make repeated, probabilistic, increasingly long-range assumptions about the future. And so must Johnny's teachers."

- Alvin Toffler
Future Shock

SOCIAL SCIENCE

Objectives	Suggested Activities
A. Sociology	
1. Begins to demonstrate self-understanding.	- Develop question: Who Am I? Self-portraits Dictate autobiography Discuss children's behavior in different situations: Home/school behavior Street/playground behavior Unique characteristics make child recognizable in photo. Contrast children as to: height/weight; eyes/hair. Contrast preferences for TV, food, games.
2. Begins to demonstrate awareness that he is a group member as well as an individual.	- Develop concept: a group is individuals helping and supporting each other. Group membership: family, classmates, friends introduce to school environment Similarities and differences between groups. Respect likes and differences within group.
B. Anthropology	
1. Begins to compare cultural differences and similarities among the people of the world and can explain why these differences and similarities exist.	- Concept to develop: respect diversities as neither right or wrong. (Teacher should avoid moralizing!) People differ in their customs due to: Climate: affects dress, housing. Resources: food preferences develop from available supplies. (Food tasting) National Holidays Introduction of languages spoken in other countries.
C. Political Science	
1. Begins to develop an appreciation of the rights, privileges, and duties of citizenship in a democracy.	- Concept to develop: working with others through rules. Games Manners, behavior Rules for classroom organization
2. Begins to see that rules are essential for group living (family, community, country).	- Concept to develop: rules are made for protection of group members, not punishment. Safety at school: fire drills, chairs under table, playground equipment Safety on field trips Bus safety
3. Begins to recognize that customs differ in different societies.	- Have children contribute their own suggestions for rules.
D. Economics	
1. Begins to recognize that people are dependent upon each other for products and services.	- Concepts to develop: There are many kinds of work. Responsibility for doing your part: division of labor.
2. Begins to interpret the global concept of economics.	- Family living: each member has certain responsibilities. Parents are paid for their services and exchange this money for goods.
3. Begins to question the need for conservation of resources.	- Classroom helpers: take turns with jobs. - Discuss TV. Look objectively at advertising; truth in advertising and packaging. - Essential needs vs. luxuries: many alternatives for spending, wise choices should be made. - Discuss importing and exporting; trading. - Discuss environmental pollution. - Personal conservation: care of property (i.e., crayons, school equipment.

Social Science (Cont'd.)

Objectives	Suggested Activities
E. Geography/History	
1. Child demonstrates knowledge of the following concepts: a. Our earth is round like a ball. b. Our earth is made up of land and water. c. The largest pieces of land are called continents. d. The largest bodies of water are called oceans. e. Families live in all parts of the world. f. Spatial relationships exist between any place on earth and all other places. g. Geographical locations influence how people live.	- Locate places on classroom globe. - Utilize show and tell for map work. - Use globe and flashlight to demonstrate day and night. - Distance: where would you travel in a car? jet? helicopter? boat?
2. Begins to have an awareness of the constant changes taking place around him and in the world.	- Transportation: from wheel to space ship. Include "old fashioned" cars, trains, planes. - Discuss pictures of people in "old fashioned" clothes. - Discuss foods eaten, i.e., by Pilgrims, Indians. - Holidays - Discuss technological advances: work done by machines, entertainment. - Current events: newspapers, TV, etc.

Supplement #1

NEW MATERIALS AND PROGRAMS TESTED DURING THE 1970-71 SCHOOL YEAR

The following items are compatible with the new Kindergarten curriculum. It is recommended that these items, if they do not presently exist in each Kindergarten, be purchased for 1971-72.

Your attention is called to the fact that these are new items which were tested during 1970-71. This list is certainly not even a minimum list of materials that should be available in every Kindergarten classroom. A wide range of manipulative materials is needed to provide as many experiences as possible for the children.

KURTZ BROTHERS CATALOG

#893	Lincoln Logs (210 pieces) Playskool, p. 137	$ 7.50
#8039	Cubical Counting Blocks (100), Milton Bradley, p. 203	5.00
#7616	Plastic Counters (100) 3/4" discs, Milton Bradley, p. 203	1.00
#7637	Walk-On Numbers (1-20) Squares, Milton Bradley, p. 207	3.50
#762-10-4	12" Weber Costello Globe, p. 279	7.95
#1006	Stepping Stones - Alphabet Capitals, p. 171	10.95
#1007	Stepping Stones - Alphabet Lower Case, p. 171	10.95

RECORDS FOR LISTENING STATION

There is a desparate need for records for listening stations which relate to the new curriculum. In addition, it is suggested that a tape recorder be provided for additional listening station experiences.

It is suggested that money be provided to purchase records locally rather than order through catalogs. It has been our experience that records from catalog firms are much more expensive than if purchased locally and it is extremely difficult to know the quality of the content. In most cases, records should be sought that involve children doing things: following a book, manipulating, performing.

PROGRAMS

The following programs were found to be compatible with the new Kindergarten curriculum:

Social Studies

Fideler
31 Ottawa N.W.
Grand Rapids, Mich. 49502

Levels K-1 Families - $29.50
Ruth Fideler, Editor
(Picture Packet Social Studies
Program with Teacher's Guide)

Mathematics

Addison Wesley Publishing Company
South Street
Reading, Massachusetts 01867

#2166 Primer (Second Ed.)
Elementary School Math (ESM) - $1.32
(All teachers received a teacher's edition.
Students booklets actually $0.99.)

Language Arts

Instructo Corporation
Curriculum Division
Paoli, Pa. 19301

#1400 complete program, First Experiences
with Vowels and Consonants - $79.95

Stone Educational Publications
6363 Broadway
Chicago, Illinois 60626

Teacher's Guides - A Little Storehouse
- Book 1 - $5.00
- Book 2 - $5.00

Science

AAAS or SAPA program which has been adopted on a district level.

SPECIAL EQUIPMENT

Record Player - Audio Tronics with Jack - $69.95
SS-8 - Acoustiphone Listening Center (8 stations) - $60.00
Small Tape Recorder with Jack Adapter

Above items can be purchased at : Oscar Hirt
41 N. Eleventh Street
Philadelphia, Pa. 19107

TEST

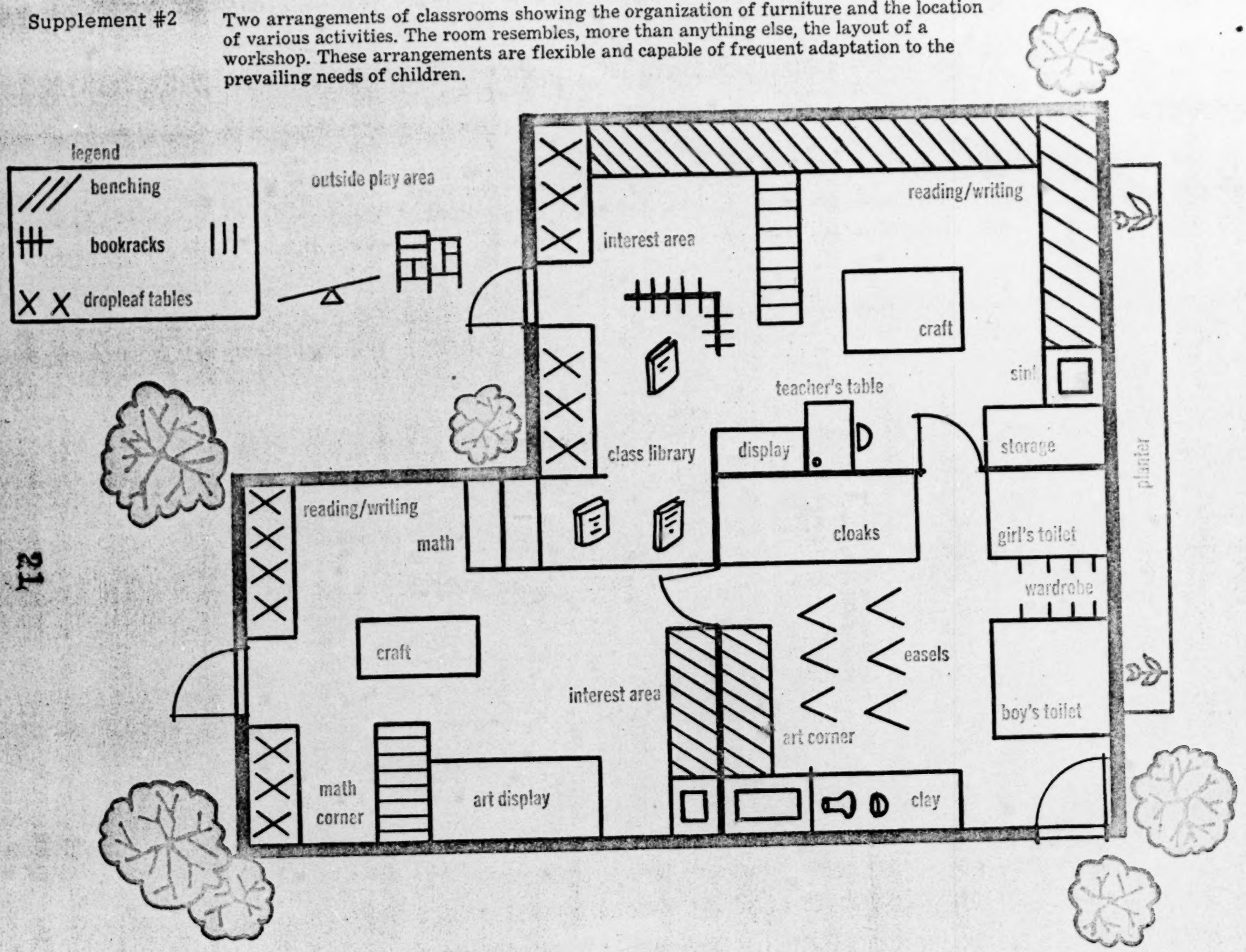
The Psychological Corporation
304 East 45th Street
New York, New York 10017

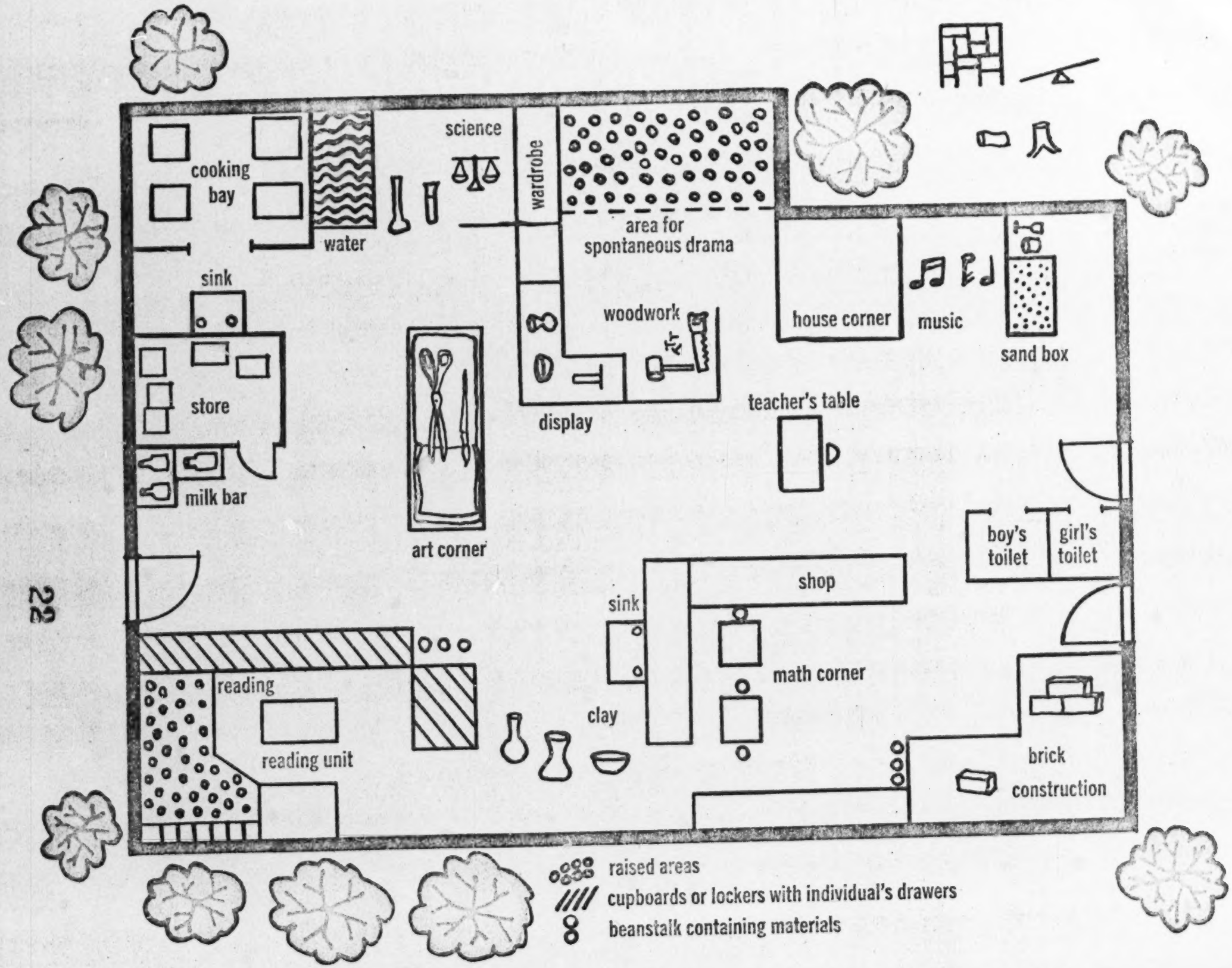
1 pack (5L052) The Boehm Test of Basic Concepts - Pack of 30 tests with directions and class record form (incorporating scoring key). - $5.90

This test is suggested as a diagnostic tool to be used at the beginning of the school year. The test is simple to give and score. It is also enjoyable for young children to take. It is suggested that all teachers give it a try. We tried this test with five teachers in January 1971 and they were well pleased with this instrument.

Supplement #2

Two arrangements of classrooms showing the organization of furniture and the location of various activities. The room resembles, more than anything else, the layout of a workshop. These arrangements are flexible and capable of frequent adaptation to the prevailing needs of children.




outside play area
cooking bay
water
science
wardrobe
area for spontaneous drama
sink
store
milk bar
art corner
display
woodwork
house corner
music
sand box
teacher's table
boy's toilet
girl's toilet
shop
sink
math corner
clay
reading
reading unit
brick construction
raised areas
cupboards or lockers with individual's drawers
beanstalk containing materials